

Elevating Educational Quality: Evaluating The Senior High School (SHS) - Technical Vocational Livelihood (TVL) Caregiving Program With Stufflebeam's CIPP (Context, Input, Process, And Product) Evaluation Model

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Ethical Statement

The researcher upholds ethical standards in all respects throughout the duration of this study. To ensure that the study was carried out with official permission, letters of consent containing important information about the study was given to the research participants and participating institution. The potential participants weren't forced or coerced into taking part in the study. Participants had the chance to ask the researcher questions regarding the study and the choice to refuse to participate at any time. All participants' information was given great significance. When processing all of the gathered data, the researcher places the utmost focus on maintaining the highest possible degree of privacy.

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Conflict of Interest

The author declared no potential conflicts of interest, including financial and non-financial conflicts. All authors declare no conflict of interest.

ABSTRACT

This qualitative study employs Stufflebeam's CIPP evaluation to assess the SHS TVL caregiving program. Participants include students, teachers, and administrators involved in the program. Research instruments include semi-structured interviews, document analysis, and structured observations. Thematic analysis is employed to analyze the data. Findings reveal alignment between the program and the school's mission, adherence to government regulations, and a supportive school climate. While the program benefits from adequate training materials and qualified instructors, challenges related to inadequate facilities persist. Process-related findings highlight industry relevance through work immersion experiences and technology integration. Notably, academic performance, TESDA assessment results, and student satisfaction reflect positively on the program's outcomes. Recommendations include investment in infrastructure, continuous professional development for instructors, enhanced technology integration, strengthening industry partnerships, and addressing resource deficiencies. This qualitative study offers significant insights regarding the quality of the SHS TVL caregiving program, identifying areas of strength and improvement. By applying the CIPP model, stakeholders can make informed decisions to enhance the program's effectiveness and better meet the needs of students pursuing vocational pathways in caregiving.

Keywords: CIPP model, Caregiving Program, Senior High School, Technical Vocational (Education).

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INTRODUCTION

Education is essential in molding the future of both individuals and societies. It equips individuals with essential knowledge and skills needed to pursue their goals and actively contribute to the advancement of their communities (Shavkidinova et al., 2023). In recent years, there has been an increasing acknowledgment of the importance of Technical Vocational Livelihood (TVL) programs in SHS education, as it equips students with necessary skills and makes them ready for the demands of the workforce (Ferrer, 2022).

The TVL caregiving program is intentionally designed to provide students with the skills and knowledge needed to pursue careers in the caregiving industry, preparing them for employment upon graduation (Vinluan, 2023). Additionally, the program framework focuses on nurturing compassionate and skilled caregivers capable of addressing the growing demands of the healthcare sector (Vinluan, 2023). Despite the implementation of the TVL caregiving program, there remains a need to evaluate the quality of the program in meeting its objectives.

Existing literature on the TVL caregiving program is limited, with few studies focusing on evaluating its quality and impact on students' educational contentment. This deficiency in the literature highlights the need for a comprehensive evaluation that assesses the program's quality and identifies areas for improvement. Moreover, the relevance of this study extends beyond the academic community, as it aims to provide insights and recommendations that can enhance the educational experience of students in the TVL caregiving program.

Statement of the Problem

This study seeks to address how efficiently does the SHS TVL Caregiving Program, as implemented in the institution, meet its intended objectives and contribute to elevating educational quality, as per the parameters outlined in Stufflebeam's CIPP evaluation model as a framework .

Specifically, this study aims to:

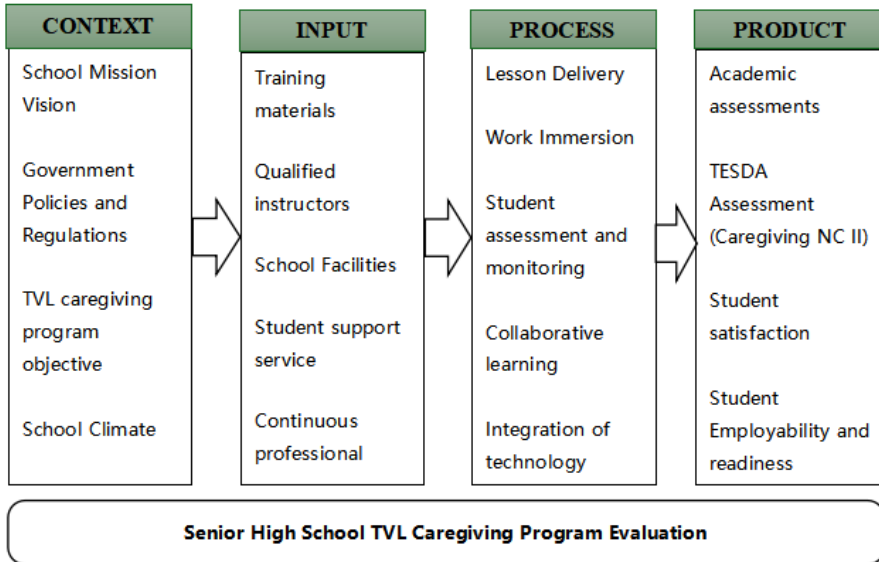
1. Assess the contextual factors influencing the implementation of the SHS TVL caregiving program
2. Evaluate the adequacy and appropriateness of input resources allocated to the program
3. Examine the processes involved in program delivery
4. Analyze the outcomes and products of the SHS TVL Caregiving Program

Through examining these elements, the study aims to offer practical insights and recommendations to improve the quality of the SHS TVL caregiving program, thus strengthening the core objective of enhancing educational standards and catering to the requirements of students engaged in vocational pathways in caregiving.

Conceptual Framework

The evaluation framework of the SHS TVL caregiving program comprises four primary aspects, the context, input, process, and product.

Figure1. Conceptual framework for applying the CIPP model for quality evaluation implementation.



Context

This examines various contextual components that may influence the effectiveness of the program. This includes analyzing student demographics to understand the characteristics of the aimed population. Additionally, it considers the alignment of the program with the school's mission and vision, adherence to government policies and regulations, the overall school climate, and the adequacy of the school environment.

Input

The Input dimension focuses on the resources and support provided to facilitate the program's implementation. This includes evaluating the availability and quality of training materials, the qualifications of instructors delivering the curriculum, the adequacy of school facilities to support learning, the provision of student support services, and opportunities for continuous professional development for staff.

Process

This dimension assesses the implementation and delivery of the program. It examines various processes involved in program delivery, such as lesson delivery methods, work immersion experiences, student assessment and monitoring practices, collaborative learning opportunities, and the use of technology in learning process.

Product

The Product dimension evaluates the outcomes and results of the program. This includes assessing academic assessments to measure student learning outcomes, Technical Education and Skills Development Authority (TESDA) assessment results for the Caregiving NC II qualification, student satisfaction with the program, and the employability and readiness of students for the caregiving profession upon completion of the program.

Stakeholders can gain insights into the overall effectiveness of the Senior High School TVL Caregiving Program, identify areas of strength and improvement, and make informed decisions to enhance the program's quality and impact, through systematically evaluating these dimensions.

Review of Related Literature

Evaluation serves as an essential component in the development and improvement of educational programs, offering valuable insights into the quality and impact on student development. Specifically, within the TVL tracks, such as the caregiving program in senior high school curricula, evaluation becomes crucial for ensuring alignment with both student needs and industry requirements. This literature review conducts a thorough examination of the TVL caregiving program by means of using the lens of Stufflebeam's CIPP evaluation model. It examines relevant literature to assess different facets of the program, including its contextual factors, input elements, process mechanisms, and ultimate outcomes. By analyzing these dimensions, the review seeks to thoroughly assess the program's quality and identify the areas for enhancement to improve student learning experiences and future career opportunities.

Context Evaluation

Comprehensive product evaluation in education necessitates a holistic approach that considers various contextual factors to gauge the effectiveness and impact of educational programs. Incorporating elements such as the school's mission, environment, student demographics, background factors, and school climate is vital for a thorough assessment. According to aligning the educational product with the school's mission ensures coherence and purpose in educational offerings, fostering a sense of direction and unity within the institution. Additionally, the school environment, encompassing physical infrastructure, resources, and safety measures, significantly influences students' learning experiences and outcomes. Research by Franklin and Harrington (2019) underscores the importance of a conducive environment in promoting student engagement and academic achievement. Moreover, understanding the demographic makeup of the student body, including factors such as socioeconomic status, language proficiency, and cultural background, is essential for tailoring educational interventions to meet the student's different needs (Culclasure et al., 2018). Studies by Watted and Barak, (2018) emphasize the role of background factors, such as family support, access to resources, and community influences, in shaping students' educational trajectories. Furthermore, the school climate, characterized by interpersonal relationships, norms, and values, plays an important role in making a supportive and inclusive learning environment. Daily et al. (2019) highlight the impact of a positive school climate on student well-being, academic achievement, and overall school success. By integrating these contextual factors into product evaluation processes, educators and policymakers can gain valuable insights into the strengths and weaknesses of educational programs, ultimately enhancing educational outcomes and promoting student success.

Input Evaluation

TVL caregiving program hinges on various input factors crucial for its success. Curriculum design must be aligned with industry standards and competencies are foundational to this preparation (Freedman, 2018). Specialized training materials and textbooks tailored to the caregiving profession ensure that students receive relevant and up-to-date content aligned with industry standards (Perry et al, 2022). Additionally, having qualified instructors with expertise in healthcare and vocational education is essential for delivering effective instruction and mentorship to students (Assem et al., 2023). Adequate classroom and laboratory facilities equipped with relevant tools and equipment facilitate hands-on practical

training, enhancing students' ability and preparedness for the caregiving vocation (Ramli et al., 2018). Collaborations with healthcare institutions provide valuable clinical exposure and real-world experience, bridging the disparity between concept and preparation (Cruz & Permejo, 2020). Moreover, student support services such as counseling, mentorship, and career guidance contribute to students' overall well-being and success in the program (Balzer Carr & London 2019). Continuous professional development opportunities for teachers ensure that they stay updated with industry trends and best practices, fostering a culture of lifelong learning and excellence (Mukan et al., 2019). Together, these input factors serve a significant function in shaping the implementation and effectiveness of TVL caregiving tracks programs, ultimately preparing students for successful careers in the healthcare sector.

Process Evaluation

The structure and execution of processes within the Senior high school TVL caregiving program are critical for ensuring students' preparedness for the caregiving profession. By integrating theoretical knowledge and practical skills training through blended learning approaches, students can develop a comprehensive understanding of caregiving practices (Rahman et al., 2021). Furthermore, internship or apprenticeship programs offer invaluable opportunities for students to utilize their learning in real healthcare workplace settings, cultivating experiential learning and professional development (Bradberry & De Maio, 2019). Regular assessments and feedback mechanisms play a vital role in monitoring student progress and identifying areas for improvement. Additionally, fostering collaborative learning environments and peer-to-peer support among students encourages teamwork and enhances learning outcomes (Yadav et al., 2021, March). Moreover, the integration of technology, such as simulation labs, enhances learning experiences by providing realistic scenarios for practicing caregiving tasks (Farjon et al., 2019). The effective structure and execution of processes within the TVL Caregiving program are essential for preparing students for success in the caregiving profession. Through blended learning approaches, practical experiences, assessment mechanisms, collaborative learning opportunities, and technology integration, students can develop skills and competencies necessary for a fulfilling career in caregiving.

Product Evaluation

Effective product evaluation in education is crucial for assessing the quality, relevance, and impact of academic assessments and vocational training programs such as the Technical Education and Skills Development Authority (TESDA) assessment, specifically focusing on Caregiving NC II certification. Academic evaluation plays a critical part in gauging the learning outcome of the student and informing instructional practices. According to Subheesh and Sethy (2020), well-designed assessments, including formative and summative assessments, provide valuable feedback to educators and students, guiding instructional decisions and promoting continuous improvement. Similarly, the TESDA assessment for caregiving NC II certification evaluates students' competencies in providing care and support to individuals in need, contributing to their employability and readiness for the workforce. Studies by Johnstone (2021) have highlighted the importance of aligning vocational training programs with industry standards and employer needs to enhance students' employability and facilitate their transition to the workforce. Moreover, assessing student satisfaction with educational programs is essential for gauging their overall experience and identifying areas for improvement. Research by Ferris (2018) indicates that contented students are more inclined to actively participate in their studies, achieve better academic outcomes, and recommend the program to others. Therefore, comprehensive product evaluation that incorporates academic assessments, TESDA assessments, student satisfaction, and ensuring the effectiveness of educational programs requires assessing employability measures and readiness standards, enhancing student outcomes, and meeting the

demands of the labor market.

METHODOLOGY

This section outlines various approaches and methodologies in conducting the study.

Design

The study utilizes a qualitative research approach to investigate the implementation quality of the TVL caregiving program through Stufflebeam's CIPP evaluation model. Qualitative research facilitates a thorough exploration of program quality, capturing perspectives from stakeholders such as students, teachers, administrators and industry partners (Merriam, 2015).

Participants

The participants in this study include students enrolled in the SHS TVL caregiving program, teachers or instructors delivering the program curriculum, and key school administrators involved in program oversight and management. Participants were selected based on convenience, ensuring practicality and feasibility in data collection while striving to capture diverse perspectives.

Research Instruments

A number of research instruments were employed in this study to gather rich and detailed insights into the SHS TVL caregiving program. Semi-structured interviews were conducted with key stakeholders, including teachers, administrators, and students, allowing for open-ended exploration of their perspectives, experiences, and perceptions regarding different aspects of the program (Bergling et al., 2021). Additionally, document analysis was utilized to examine relevant program materials, such as curriculum documents, training manuals, and policy documents, providing valuable context and background information (Kutsyuruba, 2023). Observations using structured checklists were conducted during classroom sessions, work immersion experiences, and other program activities, allowing researchers to directly observe program delivery, student engagement, and interactions within the learning environment (Heemskerk & Malmberg, 2020). These qualitative research instruments facilitated a comprehensive exploration of the TVL caregiving program, capturing different insights and perspectives that contribute to a holistic understanding of its quality.

Data Gathering Procedure

Data collection involves conducting interviews among selected participants, including students, teachers, staff, and administrators, to gather qualitative insights while ensuring informed consent and confidentiality. Additionally, reviewing academic records and TESDA assessment results from school records or official databases. Furthermore, the researcher observed program delivery processes, including classroom instruction and work immersion experiences, using structured checklists.

Data Analysis

The data analysis for this study involved a thorough examination of the collected data through multiple lenses, aiming to uncover rich insights into the TVL caregiving program. Through thematic analysis, recurring patterns, themes, and narratives emerged from the data, unveiling various dimensions of the program's quality (Bevly et al., 2023). Themes



related to program context, such as alignment with school mission and vision, TVL caregiving objectives, adherence to government regulations, and the overall school climate, provided valuable insights into the broader educational landscape within which the program operates (Koester et al., 2021). Analysis of input-related themes, including the availability of training materials, qualifications of instructors, adequacy of facilities, and support services, illuminated the resources and support structures essential for program implementation (Magudha, 2015; Ridwan et al., 2023; Clarke et al., 2013). Process-related themes, such as lesson delivery methods, work immersion experiences, assessment practices, and integration of technology, offered insights into the mechanisms through which the program is delivered and experienced by students (Magudha, 2015; Ridwan et al., 2023; Clarke et al., 2013). Finally, examination of product-related themes, such as academic performance, TESDA assessment results, student satisfaction, and employability, provided a holistic understanding of the outcomes and impacts of the TVL caregiving program. By synthesizing these themes and narratives, the qualitative data analysis generated comprehensive insights into the program's strong points, shortcomings, and opportunities for enhancement, contributing to a different understanding of its quality and impact within the educational context (Pratama & Mukhlis, 2023).

RESULTS AND DISCUSSION

The purpose of this study was to apply the CIPP model for assessing quality in TVL caregiving program. Since the research took a qualitative approach, thematic and content analyses were conducted. Various data collection methods were employed, including checklists, observations, document analysis, and semi-structured interviews (Stufflebeam, 2002a). Literature relevant to different indicators was gathered according to the study's requirements and integrated into the thematic analysis of the data. The following are the detailed discussions on the identified themes:

Context

School Mission Vision: The findings reveal that the school's mission and vision align with the objectives of the SHS TVL caregiving program to prepare senior high school students for employment after graduation. The mission emphasizes providing quality training and pursuing excellence, which resonates with the program's aim to produce highly competent professionals. This alignment suggests a strong foundation for the program within the school's fundamental goals.

Government Policies and Regulations: The presence of the Department of Education (DepEd) permit to operate the SHS TVL caregiving program and signifies adherence to government regulations. Additionally, the availability of required materials, facilities, and equipment indicates compliance with SHS standards. These findings underscore the program's legitimacy and adherence to regulatory requirements.

School Climate: The supportive school climate, characterized by various support services and positive relationships among stakeholders, fosters a conducive learning environment for students. Initiatives such as mental health seminars, counseling services, and school activities contribute to student well-being and engagement. This positive climate enhances the overall educational experience within the program.

School Environment: Despite the presence of support services, challenges related to inadequate funding for school facilities and equipment are apparent. The lack of upgraded facilities such as classrooms and caregiving equipment poses constraints on program delivery and student learning experiences. Addressing these resource deficiencies is crucial for enhancing the program's efficiency and quality.



Input

Training Materials: The findings indicate the availability of adequate and quality learning materials, including Curriculum-Based Learning Materials (CBLM) aligned with TESDA standards. This ensures that students have access to relevant and comprehensive instructional resources necessary for skill development in caregiving.

Qualified Instructors: The presence of qualified instructors holding certifications such as Caregiving NCII, Trainers Methodology 1, and National TVET Trainer Certificate (NTTC) ensures the delivery of high-quality instruction. These certifications validate instructors' expertise and competency in imparting caregiving knowledge and skills to students.

School Facilities: Despite the availability of training materials and qualified instructors, challenges related to inadequate school facilities persist. The lack of upgraded facilities and equipment hinders hands-on learning experiences and practical skill development, highlighting a critical area for improvement.

Student Support Services: The abundance of student support services, including mental health seminars, counseling, and school activities, reflects the school's commitment to student well-being and holistic development. These services contribute to a supportive learning environment conducive to student success.

Continuous Professional Development: The school's efforts to conduct trainer calibration and provide opportunities for professional development demonstrate a commitment to enhancing teaching quality and effectiveness. Continuous professional development ensures that instructors remain updated with industry trends and teaching methodologies, ultimately benefiting student learning outcomes.

Process

Lesson Delivery: The findings indicate that lesson delivery follows the TESDA approach, utilizing Curriculum-Based Learning Materials (CBLM) and Training Regulation (TR). This structured approach ensures consistency and alignment with industry standards, enhancing the relevance and effectiveness of instruction.

Work Immersion: The existence of industry partnerships and mandatory work immersion experiences underscore the program's emphasis on real-world learning and industry relevance. Work immersion provides students with valuable hands-on experience and exposure to the caregiving profession, facilitating skill acquisition and career readiness.

Student Assessment and Monitoring: The systematic monitoring of students during work immersion, coupled with journaling and industry feedback mechanisms, ensures comprehensive assessment of student performance and progress. This process facilitates personalized support and feedback, enhancing student learning and skill development.

Collaborative Learning: The implementation of collaborative learning strategies, such as group activities and peer tutoring, fosters teamwork and peer support among students. Collaborative learning enhances engagement and skill acquisition, promoting a dynamic and interactive learning environment within the program.

Integration of Technology: The substantial evidence of technology integration in program delivery suggests a forward-thinking approach to teaching and learning. Leveraging technology enhances instructional effectiveness and prepares students for technology-driven healthcare environments, aligning with industry demands and trends.

Product

Academic Assessments: The satisfactory academic performance of all graduates reflects the effectiveness of the program



in facilitating knowledge acquisition and mastery. Academic assessments serve as indicators of student competency and preparedness for further education or employment.

TESDA Assessment (Caregiving NC II): The high passing percentage on the TESDA Caregiving NC II assessment demonstrates the program's success in preparing students for industry certification. This achievement validates the program's alignment with industry standards and its ability to produce competent caregiving professionals.

Student Satisfaction: The high level of student satisfaction underscores the program's quality and effectiveness in meeting student needs and expectations. Positive student feedback indicates a beneficial educational encounter and suggests that the program contributes to overall student contentment and engagement.

Student Employability and Readiness: The high employability rate which was sixty percent of the graduates in various caregiving sectors indicates the program's success in preparing students for the workforce. Graduates' employment in hospitals, aged care facilities, and other caregiving settings demonstrates their readiness and competency in meeting industry demands.

CONCLUSION AND RECOMMENDATIONS

Conclusion

There is strong alignment between SHS TVL caregiving program and contextual factors such as school's mission, TVL caregiving objective, government regulations and supportive school climate. The program demonstrates:

- Strengths when it comes to training materials, qualified instructors.
- Challenges when it comes to school facilities.
- Adequate resources important for enhancing program delivery, comprehensive skill development.
- Structured approach to lesson delivery, emphasis on work immersion, comprehensive student assessment, collaborative learning strategies enhance the program's quality.
- Positive outcomes when it comes to academic performance, high TESDA assessment passing rates, student satisfaction, high employability rates.

Recommendations

Based on the results and discussions presented in the study, it is evident that the SHS TVL caregiving program has several strengths and areas for improvement. To enhance the program's quality further, here are some recommendations:

- **Investment in Infrastructure:** Prioritize addressing challenges related to inadequate school facilities by upgrading classrooms and caregiving equipment, potentially through seeking additional funding or partnerships.
- **Continuous Improvement in Professional Development:** Continue emphasizing continuous professional development for instructors to keep them updated with industry trends. Incorporating feedback mechanisms can further enhance teaching quality.
- **Enhanced Integration of Technology:** Increase emphasis on leveraging technology for enhanced instructional effectiveness, possibly through innovative methods like simulations or virtual learning experiences.



- **Strengthening Industry Partnerships:** Enhance partnerships with relevant healthcare institutions to provide students with diverse practical experiences and ensure program alignment with industry demands.
- **Addressing Resource Deficiencies:** Make efforts to address resource deficiencies, particularly funding for facilities and equipment, potentially through advocating for increased budget allocations or exploring alternative funding sources.
- These recommendations, if implemented, can contribute to greater educational contentment among stakeholders involved, thus enhancing the quality of the Senior High School TVL caregiving program.

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APPENDIX

Semi structured interview guide

<i>For Students</i>	
School Climate	How does the school environment make you feel included, respected, and supported?
School Environment	How do the school's facilities and resources contribute to your learning in the TVL caregiving program?
Training Materials	Are the training materials you receive adequate and relevant to your learning needs? Can you provide examples?
Lesson Delivery	How do your teachers combine theoretical knowledge and practical skills in their lessons? How does this benefit your learning?
Student Support Services	What student support services have you used, and how have they helped you in your studies?
Work Immersion	Can you share your experiences with internships or apprenticeships? How did these experiences impact your learning?
Student Assessment and Monitoring	How are you assessed, and how does the feedback help you improve?
Collaborative Learning	How do collaborative learning activities help you work with your peers and enhance your understanding of caregiving?
Integration of Technology	How is technology used in your classes, and how does it enhance your learning experience?
Student Satisfaction	How satisfied are you with the TVL caregiving program and your overall learning experience?
Employability and Readiness	Do you feel prepared for employment in the healthcare sector? What aspects of the program have contributed to this readiness?

<i>For Teachers</i>	
School Climate	How does the school environment support a sense of inclusivity, respect, and support among students, teachers, and staff?
School Environment	Can you describe how the school's physical infrastructure and resources support a conducive learning atmosphere for the TVL caregiving program?
Training Materials	Are the training materials provided adequate and relevant for teaching caregiving skills and industry standards?
Lesson Delivery	How do you incorporate both theoretical knowledge and practical skills in your lesson delivery? Can you share specific methods or approaches?

Continuous Professional Development	What opportunities are available for continuous professional development? How do they help you stay updated with industry trends?
Student Assessment and Monitoring	What assessment and feedback mechanisms do you use to monitor student progress and identify areas for improvement?
Integration of Technology	How is technology integrated into your teaching to enhance instructional delivery and interactive learning experiences?
Collaborative Learning	How do you foster collaborative learning among students to enhance teamwork and mutual support?

<i>For Administrators</i>	
School Climate	What strategies are in place to ensure a positive and inclusive school environment for all stakeholders?
School Environment	How do you ensure that the physical infrastructure and resources are well-maintained and conducive to learning?
Student Support Services	What student support services, such as counseling, mentorship, and career guidance, are provided for the caregiving track curriculum?
Continuous Professional Development	How do you support teachers' continuous professional development in the caregiving program?
Employability and Readiness	In your view, how well does the TVL caregiving program prepare students for employment in the healthcare sector?
Integration of Technology	What initiatives are in place to integrate technology into the caregiving program to enhance learning and teaching?
Work Immersion	How do you facilitate internship or apprenticeship programs to provide students with real-world experience in healthcare settings?
Student Satisfaction	How do you gauge and address student satisfaction within the TVL caregiving program?